

Middle School Counselors

Standard 4	
Uses strategies to deliver instruction that meet the multiple learning needs of students.	
Criteria—The Counselor	
Middle School Counseling Services	
<p>a. Aligns classroom instruction with local standards and district curriculum.</p>	<ul style="list-style-type: none"> ▪ Implements needs assessments ▪ Follows district curriculum in academic counseling ▪ Participates on teams and committees such as steering committees/advisory committees
<p>b. Uses research-based instructional strategies that address the full range of cognitive levels.</p>	<ul style="list-style-type: none"> ▪ Facilitates case studies ▪ Participates in professional growth activities ▪ Provides developmentally appropriate counseling interventions
<p>c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.</p>	<ul style="list-style-type: none"> ▪ Strategizes with parents and staff to deal with unusual student situations/behavior ▪ Provides individual programming ▪ Prioritizes responsive/preventative/program management services ▪ Provides timely communications (phone log, e-mail responses, etc.) ▪ Coordinates community resources
<p>d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.</p>	<ul style="list-style-type: none"> ▪ Manages special student groups such as student counsel, conflict managers, and community service project groups ▪ Provides personal counseling ▪ Collaborates with community agencies such as Big Brother/Big Sister, Sylvan, Educare, ASAC, etc. ▪ Acts as a liaison with community agencies
<p>e. Connects students' prior knowledge, life experiences, and interests in the instructional process.</p>	<ul style="list-style-type: none"> ▪ Communicates special need concerns regarding student/family with staff when circumstances are likely to affect academic/school performance (i.e. health and attendance issues) ▪ Provides academic planning such as summer school, retention, acceleration, etc. ▪ Collaborates with community agencies ▪ Works with students to identify student learning styles, interests, etc.

Middle School Counselors

<p>f. Uses available resources, including technologies, in the delivery of instruction.</p>	<ul style="list-style-type: none"> ▪ Collaborates with community agencies ▪ Participates in professional growth activities ▪ Promotes and uses the Internet as a resource ▪ Facilitates homework arrangements for absences ▪ Assists in developing accommodations for students through CST/IEP
---	---

Middle School Counselors

Standard 5 Uses a variety of methods to monitor student learning.	
Criteria—The Counselor	Middle School Counseling Services
a. Aligns classroom assessment with instruction.	<ul style="list-style-type: none"> ▪ Monitors student progress through midterms, report cards, and teacher e-mails ▪ Provides academic planning assistance ▪ Follows-up after individual counseling sessions ▪ Facilitates and interprets standardized tests
b. Communicates assessment criteria and standards to all students and parents.	<ul style="list-style-type: none"> ▪ Interprets standardized tests ▪ Communicates with parents
c. Understands and uses the results of multiple assessments to guide planning and instruction.	<ul style="list-style-type: none"> ▪ Implements assessments such as ITBS, Pre-algebra, NEAP, etc. ▪ Provides cumulative folder and transcript interpretation ▪ Places students in at-risk programs based on test scores
d. Guides students in goal setting and assessing their own learning.	<ul style="list-style-type: none"> ▪ Facilitates student contracts ▪ Facilitates academic conferences ▪ Aids in the enrollment and placement of new students ▪ Facilitates high school transition planning
e. Provides substantive, timely, and constructive feedback to students and parents.	<ul style="list-style-type: none"> ▪ Advises parents and staff regarding student behavior, social interaction skills, and emotional well-being ▪ Provides responsive services ▪ Provides parent communication through appropriate methods to meet individual needs
f. Works with other staff and building and district leadership in analysis of student progress.	<ul style="list-style-type: none"> ▪ Assists with district assessments and surveys ▪ Provides classroom observations ▪ Participates in Child Study Teams/IEP meetings, etc.

Middle School Counselors

Middle School Counselors

Standard 6 Demonstrates competence in classroom management.	
Criteria—The Counselor	Middle School Counseling Services
a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.	<ul style="list-style-type: none"> ▪ Mediates conflict situations between students where appropriate ▪ Makes classroom presentations ▪ Conducts parent orientation activities ▪ Provides small group counseling services
b. Establishes, communicates, models, and maintains standards of responsible student behavior.	<ul style="list-style-type: none"> ▪ Participates in supervisory duties ▪ Develops behavior plans for students ▪ Models and reinforces appropriate student behaviors for school success ▪ Facilitates building behavior rules and programs
c. Develops and implements classroom procedures and routines that support high expectations for learning.	<ul style="list-style-type: none"> ▪ Participates in department meetings to establish consistency of information and services ▪ Visits with students at midterms to establish academic goals ▪ Establishes ground rules/expectations when working with students
d. Uses instructional time effectively to maximize student achievement.	<ul style="list-style-type: none"> ▪ Reinforces the understanding of skills necessary to be successful in school (time management, organization, active listening, following directions, team work, study skills, etc.) ▪ Schedules student contact to minimally interfere with classroom performance ▪ Conducts time/task analysis
e. Creates a safe and purposeful learning environment.	<ul style="list-style-type: none"> ▪ Collaborates with parents/teachers to create behavior modification plans when appropriate ▪ Facilitates anti-bullying/harassment activities ▪ Participates in and provides support for organizations that promote tolerance ▪ Acts as a Mandatory Reporter

Middle School Counselors

Standard 7 Engages in professional growth.	
Criteria—The Counselor	Middle School Counseling Behavior and documentation
a. Demonstrates habits and skills of continuous inquiry and learning.	<ul style="list-style-type: none"> ▪ Takes classes, attends workshops ▪ Attends or presents at professional conferences ▪ Joins professional or community organizations ▪ Reads professional journals
b. Works collaboratively to improve professional practice and student learning.	<ul style="list-style-type: none"> ▪ Attends and participates in team meetings ▪ Networks with other professionals ▪ Participates in school/community committees ▪ Mentors college interns and practicum students ▪ Works with other levels to ensure smooth transitions for students
c. Applies research, knowledge, and skills from professional development opportunities to improve practice.	<ul style="list-style-type: none"> ▪ Shares new information with colleagues ▪ Makes innovative, creative presentations ▪ Implements new strategies
d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.	<ul style="list-style-type: none"> ▪ Follows district guidelines/curricula ▪ Participates in goal-setting as required by the Iowa Teaching Standards ▪ Reviews and is knowledgeable of building, district, and state mandates

Middle School Counselors

Standard 8	
Fulfills professional responsibilities established by the school district.	
Criteria—The Counselor	Middle School Counseling Services
a. Adheres to board policies, district procedures, and contractual obligations.	<ul style="list-style-type: none"> ▪ Provides accessibility to counseling services during school hours ▪ Adheres to completion of Board mandated graduation regulations
b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.	<ul style="list-style-type: none"> ▪ Maintains confidentiality as appropriate ▪ Acts as a Mandatory Reporter ▪ Practices in accordance with professional code of ethics ▪ Provides informed consent when appropriate (letters, newsletter, etc.) ▪ Refers to appropriate outside agencies
c. Contributes to efforts to achieve district and building goals.	<ul style="list-style-type: none"> ▪ Provides representation on building and district committees
d. Demonstrates an understanding of and respect for all learners and staff.	<ul style="list-style-type: none"> ▪ Collaborates with teachers and parents ▪ Serves as a mentor for new staff/interns ▪ Practices fairness and equity in interactions with ALL staff and ALL students
e. Collaborates with students, families, colleagues, and communities to enhance student learning.	<ul style="list-style-type: none"> ▪ Facilitates referrals and information exchange with various community agencies ▪ Follows-up on staff and parent referrals regarding students with personal concerns ▪ Encourages parent involvement through conferences ▪ Is involved with parent and community groups

Middle School Counselors

High School Counselors

Standard 1	
Demonstrates ability to enhance academic performance and support for implementation of the school district student achievement goals.	
Criteria—The Counselor	High School Counseling Services
<p>a. Provides evidence of student learning to students, families, and staff.</p>	<ul style="list-style-type: none"> ▪ Assures accuracy of transcripts ▪ Shares performance/progress information with parents, students, and teachers as necessary ▪ Interprets tests for parents, students and teachers ▪ Consults with parents, students and teachers regarding progress reports and academic history
<p>b. Implements strategies supporting student, building, and district goals.</p>	<ul style="list-style-type: none"> ▪ Initiates the process of evaluation for special services (individualized programs, referrals to Child Study Teams) ▪ Implements individual learning contracts ▪ Initiates, coordinates, and facilitates testing (ITED, PLAN, PSAT, ACT, SAT, Academic/Psychological testing) ▪ Oversees completion of graduation requirements
<p>c. Uses student performance data as a guide for decision-making.</p>	<ul style="list-style-type: none"> ▪ Counsels students regarding classroom behaviors, work completion, academic areas and personal concerns ▪ Facilitates college planning/Junior Conferences ▪ Participates in the development and implementation of 504 plans, individualized programs, staffings and referrals, retention, attendance, Junior Conferences, academic placement, etc. ▪ Analyzes transcripts for academic planning purposes
<p>d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.</p>	<ul style="list-style-type: none"> ▪ Provides input into scheduling and balancing class sizes ▪ Collaborates with staff ▪ Facilitates communication (initiating/returning phone calls, E-mail, snail mail, faxes, messages) to and from students, parents, and staff ▪ Makes classroom presentations ▪ Facilitates parent seminars and workshops ▪ Facilitates Junior conferences

High School Counselors

<p>e. Creates an environment of mutual respect, rapport, and fairness.</p>	<ul style="list-style-type: none"> ▪ Facilitates personal/social development (i.e. anger management, conflict resolution, friendship skills, cooperation) ▪ Facilitates new student orientation ▪ Provides support to students and families for concerns such as attendance, harassment, child abuse, etc. ▪ Facilitates programs that support GBLTQ ▪ Facilitates the creation of a Safe Space Program
<p>f. Participates in and contributes to a school culture that focuses on improved student learning.</p>	<ul style="list-style-type: none"> ▪ Participates in Action Research Teams, parent/teacher conferences, home visits, transitioning visits, etc. ▪ Participates in Parent/Teacher Conferences, IEP meetings, etc. ▪ Participates in school/community committees
<p>g. Communicates with students, families, colleagues, and communities effectively and accurately.</p>	<ul style="list-style-type: none"> ▪ Communicates with school, parents and community via newsletters, memos, letters, notes, websites, e-mail, etc. ▪ Advises parents and staff regarding student behavior, social interaction skills, and emotional well-being ▪ Facilitates the referral/information exchange with outside agencies (learning centers) ▪ Provides families with information at times outside normal day, but convenient to families (financial aid night, orientations, parent coffees, etc.)

High School Counselors

Standard 2 Demonstrates competence in content knowledge appropriate to the teaching position.	
Criteria—The Counselor High School Counseling Services	
<p>a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.</p>	<ul style="list-style-type: none"> ▪ Provides crisis counseling for such topics as grief, divorce, safety, friendships, etc. ▪ Implements intentional counseling based on a proven theoretical basis ▪ Provides support for students in distress based on best practices ▪ Participates in special projects (i.e. workshops, educational presentations, etc.)
<p>b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.</p>	<ul style="list-style-type: none"> ▪ Develops behavior plans for students (CST, IEP, individualized programs, etc.) ▪ Facilitates personal skills development such as self awareness, decision making, and problem solving ▪ Facilitates communication with staff, parents, students and outside agencies regarding student academic needs ▪ Provides individual academic counseling and assists with appropriate course selection ▪ Implements an articulated sequential guidance program
<p>c. Relates ideas and information within and across content areas.</p>	<ul style="list-style-type: none"> ▪ Acts as a clearinghouse to connect parents and the appropriate personnel for meeting student/family needs ▪ Collaborates with teachers in planning career programs, field trips, and exposing students to a variety of career/work areas ▪ Implements programs such as CHOICES (connects interests, careers, majors, and colleges) ▪ Facilitates classroom presentations, parent conferences, Child Study Teams, etc. ▪ Facilitates case studies ▪ Understands and maintains NCAA Clearinghouse requirements and procedures

High School Counselors

<p>d. Understands and uses instructional strategies that are appropriate to the content area.</p>	<ul style="list-style-type: none"> ▪ Provides classroom observations on individual students or groups of students ▪ Provides counseling services by appointment or drop-in ▪ Works with students on organizational, study, and test taking skills ▪ Provides individual, small group, and classroom guidance ▪ Maintains a resource center/library for selected developmental problems/disorders ▪ Conducts needs surveys ▪ Networks with college representatives, military recruiters, etc. ▪ Conducts needs assessments
---	---

High School Counselors

Standard 3	
Demonstrates competence in planning and preparing for instruction.	
Criteria—The Counselor	
High School Counseling Services	
<p>a. Utilizes student achievement data, local standards, and the district curriculum in planning for instruction.</p> <p>b. Sets and communicates high expectations for social, behavioral, and academic success of all students.</p>	<ul style="list-style-type: none"> ▪ Facilitates the placement of students into proficiency classes per NCLB ▪ Provides interpretation of tests ▪ Incorporates testing and data into conferences ▪ Facilitates class presentations on graduation requirements/post-secondary planning ▪ Facilitates transition activities ▪ Facilitates new student orientation ▪ Provides registration group meetings ▪ Facilitates parent nights
<p>c. Uses students' developmental needs, background, and interests in planning for instruction.</p>	<ul style="list-style-type: none"> ▪ Provides individual counseling with referred students, suspended students ▪ Facilitates academic and post-secondary planning ▪ Implements programs such as the CHOICES program ▪ Provides pre-screening for small groups ▪ Facilitates record-keeping and portfolios ▪ Facilitates new student orientation
<p>d. Selects strategies to engage all students in learning.</p>	<ul style="list-style-type: none"> ▪ Facilitates yearly registration and academic course planning ▪ Facilitates academic placement
<p>e. Uses available resources, including technologies, in the development and sequencing of instruction.</p>	<ul style="list-style-type: none"> ▪ Collaborates with staff and community-based agencies (GWAEA, medical facilities) ▪ Makes PowerPoint presentations on a variety of issues ▪ Uses and promotes the Internet as a resource

High School Counselors

Standard 4	
Uses strategies to deliver instruction that meet the multiple learning needs of students.	
Criteria—The Counselor	
	High School Counseling Services
a.	<p>Aligns classroom instruction with local standards and district curriculum.</p> <ul style="list-style-type: none"> ▪ Implements needs assessments ▪ Follows district graduation requirements and curriculum in academic counseling ▪ Participates in department meetings on matters of curriculum ▪ Participates on teams and committees such as steering committees/advisory committees
b.	<p>Uses research-based instructional strategies that address the full range of cognitive levels.</p> <ul style="list-style-type: none"> ▪ Implements programs such as the CHOICES program ▪ Facilitates case studies ▪ Participates in professional growth activities ▪ Provides developmentally appropriate counseling interventions
c.	<p>Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.</p> <ul style="list-style-type: none"> ▪ Strategizes with parents and staff to deal with unusual student situations/behavior ▪ Provides individual programming ▪ Prioritizes responsive/preventative/program management services ▪ Provides timely communications (phone log, e-mail responses, etc.)
d.	<p>Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.</p> <ul style="list-style-type: none"> ▪ Manages special student groups such as student counsel, conflict managers, and community service project groups ▪ Provides personal counseling ▪ Collaborates with community agencies such as Workplace Learning Connection (job shadowing, internships, etc.) ▪ Acts as a liaison with community agencies ▪ Discusses club and extracurricular activities for new and veteran students
e.	<p>Connects students' prior knowledge, life experiences, and interests in the instructional process.</p> <ul style="list-style-type: none"> ▪ Communicates special need concerns regarding student/family with staff when circumstances are likely to affect academic/school performance (i.e. health and attendance issues) ▪ Provides academic planning ▪ Collaborates with community agencies such as Workplace Learning Connection (job shadowing, internships) ▪ Assists with the completion of scholarship and college applications

High School Counselors

<p>f. Uses available resources, including technologies, in the delivery of instruction.</p>	<ul style="list-style-type: none"> ▪ Collaborates with community agencies ▪ Participates in professional growth activities ▪ Promotes and uses the Internet as a resource ▪ Facilitates homework arrangements for absences ▪ Assists in developing accommodations for students through CST/IEP
---	---

High School Counselors

Standard 5 Uses a variety of methods to monitor student learning.	
Criteria—The Counselor	High School Counseling Services
a. Aligns classroom assessment with instruction.	<ul style="list-style-type: none"> ▪ Monitors student progress through midterms, report cards, and teacher e-mails ▪ Provides academic course planning ▪ Follows-up after individual counseling sessions ▪ Facilitates and interprets standardized tests
b. Communicates assessment criteria and standards to all students and parents.	<ul style="list-style-type: none"> ▪ Interprets standardized tests ▪ Communicates with parents
c. Understands and uses the results of multiple assessments to guide planning and instruction.	<ul style="list-style-type: none"> ▪ Implements assessments such as PLAN, PSAT, ACT, SAT, AP Exams, ASVAB, etc. ▪ Provides transcript interpretation ▪ Places students in at-risk programs based on test scores
d. Guides students in goal setting and assessing their own learning.	<ul style="list-style-type: none"> ▪ Facilitates student contracts ▪ Facilitates academic conferences ▪ Aids in the enrollment and placement of new students ▪ Facilitates post-secondary planning
e. Provides substantive, timely, and constructive feedback to students and parents.	<ul style="list-style-type: none"> ▪ Advises parents and staff regarding student behavior, social interaction skills, and emotional well-being ▪ Provides responsive services ▪ Provides parent communication
f. Works with other staff and building and district leadership in analysis of student progress.	<ul style="list-style-type: none"> ▪ Assists with district assessments and surveys ▪ Provides classroom observations ▪ Participates in Child Study Teams/IEP meetings

High School Counselors

Standard 6 Demonstrates competence in classroom management.	
Criteria—The Counselor	High School Counseling Services
<p>a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.</p>	<ul style="list-style-type: none"> ▪ Mediates conflict situations between students where appropriate ▪ Makes classroom presentations ▪ Conducts parent workshops ▪ Provides small group counseling services
<p>b. Establishes, communicates, models, and maintains standards of responsible student behavior.</p>	<ul style="list-style-type: none"> ▪ Participates in supervisory duties ▪ Develops behavior plans for students ▪ Models and reinforces appropriate student behaviors for school success
<p>c. Develops and implements classroom procedures and routines that support high expectations for learning.</p>	<ul style="list-style-type: none"> ▪ Makes classroom presentations ▪ Participates in department meetings to establish consistency of information and services ▪ Visits with students at midterms to establish academic goals ▪ Establishes ground rules/expectations when working with students
<p>d. Uses instructional time effectively to maximize student achievement.</p>	<ul style="list-style-type: none"> ▪ Reinforces the understanding of skills necessary to be successful in school (time management, organization, active listening, following directions, team work, study skills, etc.) ▪ Schedules student contact to minimally interfere with classroom performance ▪ Conducts time/task analysis
<p>e. Creates a safe and purposeful learning environment.</p>	<ul style="list-style-type: none"> ▪ Collaborates with parents/teachers to create behavior modification plans when appropriate ▪ Facilitates anti-bullying/harassment activities ▪ Participates in and provides support for organizations that promote tolerance ▪ Acts as a Mandatory Reporter

High School Counselors

<p>Standard 7 Engages in professional growth.</p>	
<p>Criteria—The Counselor</p>	<p>High School Counseling Behavior and documentation</p>
<p>a. Demonstrates habits and skills of continuous inquiry and learning.</p>	<ul style="list-style-type: none"> ▪ Takes classes, attends workshops ▪ Attends or presents at professional conferences ▪ Joins professional or community organizations ▪ Reads professional journals
<p>b. Works collaboratively to improve professional practice and student learning.</p>	<ul style="list-style-type: none"> ▪ Attends and participates in team meetings ▪ Networks with other professionals ▪ Team-teaches with special education teachers ▪ Participates in school/community committees ▪ Makes college visits/tours ▪ Mentors college interns and practicum students
<p>c. Applies research, knowledge, and skills from professional development opportunities to improve practice.</p>	<ul style="list-style-type: none"> ▪ Shares new information with colleagues ▪ Makes innovative, creative presentations ▪ Implements new strategies
<p>d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.</p>	<ul style="list-style-type: none"> ▪ Follows district guidelines/curricula ▪ Participates in goal-setting as required by the Iowa Teaching Standards ▪ Reviews and is knowledgeable of building, district, and state mandates

High School Counselors

<p>Standard 8 Fulfills professional responsibilities established by the school district.</p>	
Criteria—The Counselor	High School Counseling Services
a. Adheres to board policies, district procedures, and contractual obligations.	<ul style="list-style-type: none"> ▪ Provides accessibility to counseling services during school hours ▪ Adheres to completion of Board mandated graduation regulations
b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.	<ul style="list-style-type: none"> ▪ Maintains confidentiality as appropriate ▪ Acts as a Mandatory Reporter ▪ Practices in accordance with professional code of ethics ▪ Provides informed consent when appropriate (letters, newsletter, etc.) ▪ Refers to appropriate outside agencies
c. Contributes to efforts to achieve district and building goals.	<ul style="list-style-type: none"> ▪ Provides representation on building and district committees
d. Demonstrates an understanding of and respect for all learners and staff.	<ul style="list-style-type: none"> ▪ Collaborates with teachers and parents ▪ Serves as a mentor for new staff/interns ▪ Practices fairness and equity in interactions with ALL staff and ALL students
e. Collaborates with students, families, colleagues, and communities to enhance student learning.	<ul style="list-style-type: none"> ▪ Facilitates referrals and information exchange with various community agencies ▪ Follows-up on staff and parent referrals regarding students with personal concerns ▪ Encourages parent involvement through conferences ▪ Is involved with groups such as the PTA